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The Nonjudgmental Attitude in Social Casework

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THE NONJUDGMENTAL ATTITUDE IN SOCIAL CASEWORK

by

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LIFE

Ruth Evelyn Sherlock was born in Youngstown, Ohio, in 1918.

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CHAPTER I

INTRODUCTION

Among professional caseworkers there is a growing awareness of the need to clarify terminology. Since the profession is young, there are many concepts which, although widely used, are not clearly defined in casework literature. One of these concepts is the nonjudgmental attitude. The purpose of this thesis is to clarify as much as possible the ideas contained in the concept and, if possible, to form a descriptive definition of the term.

To achieve this purpose, a body of socialwork literature was studied. This included books published since 1930 to the present time. Books were selected rather than periodicals, because the books represent a crystallization of the thinking in the field since they reflect more commonly accepted ideas.

So few authors wrote on the subject under the title nonjudgmental attitude that it was necessary to select topics under which material on the nonjudgmental attitude might be found. These topics are the following: acceptance, countertransferrence, dignity of client, identification, individual differences, interviewing, relationships, transferrence, and understanding. The material listed under these headings was studied. A method of scanning was used to gather additional material. Each excerpt was posted on a card. The ideas were organized under headings where they seem to fall naturally. These headings provided the outline for the thesis.

The following statement of the nonjudgmental attitude from an Army publication is the most complete and logical one found, and, therefore, is a suitable foundation upon which to base a discussion of the subject:

> (1) It is necessary for the social worker to eliminate factors in his own personality which are barriers to understanding the emotionally disturbed patient and his problem. One of the major barriers to this understanding is the judgmental attitude on the part of the social worker. A patient who finds himself "judged" as to the moral rightness or wrongness of his acts and praised or condemned for them is not free to express himself and does not do so.
>
> (2) The nonjudgmental attitude is not one of tolerance or intolerance of the feelings or acts of patients. Rather it is a detached attitude which transmits to the patient the idea that the social worker is seeking only to understand why he acts and feels the way he does.
>
> (3) In order that the military psychiatric social worker develops the nonjudgmental attitude, it is not necessary that he surrenders his own standards of personal conduct or approved conduct in patients which is detrimental to order and military discipline. The patient will not be helped if he finds that the antisocial behavior for which he was sent for psychiatric evaluation is apparently approved of by the social worker. The nonjudgmental attitude in such a case should transmit to the patient the concept that his behavior is neither being praised nor condemned, but is being studied objectively in order that he can be understood and helped with his difficulty. It is necessary to accept the patient as a person who deserves and needs help, but it is not necessary to accept his behavior. The social worker's attitude of sympathetic understanding of why the patient has behaved the way he has will help the patient mobilize his strength to strive for more adequate conformance with his military reality situation. [1]

In attempting to look at the history of the development of the nonjudgmental attitude, it is evident that some authors believe that this attitude has developed in recent times, while others believe that it existed long

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1 Department of the Army, Military Psychiatric Social Work, Washington, 1950, 13.

ago. This difference of opinion raises an important question as to what degree the nonjudgmental attitude is an essential and necessary attitude of the caseworker for reaching casework goals, and to what degree it is a recently acquired attitude to be sought by the professional worker as merely a help in reaching the goals. If, generally speaking, it is essential, it would have had to be a part of successful casework from the beginning. If it is an acquired attitude, it could have been acquired more recently. The following excerpts imply that some authors believe the attitude was acquired more recently as a help in reaching casework goals. They seem to believe that it is a comparatively recent technique gained from psychiatric sources.

> Dr. Levey lists as the most valuable techniques that we have imported from psychoanalysis into casework our effort to provide a non-judgmental sympathetic audience for the client, etc. [2]
>
> The psychiatric principle that behavior is a symptom of life adjustment makes it possible not to condemn but to understand. [3]
>
> . . . but it was twenty years ago the social worker's responsibility to see that he the client understood that he was making a mistake. If he came back, he would have to admit that he had been wrong and submit more completely to the judgment of the agency. [4]

The following writings indicate that some authors believe that the history of the nonjudgmental attitude in social work dates back to less recent origin:

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2 Cora Kasius (ed), Principles and Techniques in Social Casework, New York, 1950, 280.

3 Bertha Reynolds, Social Work and Social Living, New York, 1951, 15.

4 Bertha Reynolds, Between Client and Community, Northampton, Mass., 1934, 33.

> The attitude of detachment and acceptance is one of the products of the widespread scientific development of the nineteenth century and is not, as we sometimes imagine, wholly an innovation of psychiatry, and more particularly some of the findings of psychoanalysis as to unconscious motivations involved in countertransferrence which have helped workers to understand their own impulses to save or to punish, to indulge or to deprive, etc. [5]

> As we study some of the newest and best casework techniques we find that they are in accordance with the old, old experience of the Church. The good old pastor did not condemn the sinner who sought his assistance. He listened to his story patiently. He did not express horror at the enormity of the sins. He talked more about the sinner's hopes for the future than about his transgressions of the past. After the sinner had fallen again and again the pastor still did not lose his patience and his hope. This looks like dynamic passivity, but is not entirely. While the pastor listened patiently and without any note of condemnation he always held up before the sinner an ideal which was the Christian ideal of life, an ideal of justice, of love, of sacrifice, and of struggle, all aimed at the ultimate goal of all life, which is union with God. [6]

This question as to whether the nonjudgmental attitude is essential or merely an aid in achieving the goals of casework is helpful to the study of the nonjudgmental attitude because it serves to place the attitude in its proper setting for this study, namely, in its relation to successful casework practice.

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5 Gordon Hamilton, Theory and Practice of Social Casework, New York, 1951, 40.

6 Fern Lowry (ed), Readings in Social Case Work, New York, 1939, 154.

CHAPTER II

THE NONJUDGMENTAL ATTITUDE IN RELATION TO THE CLIENT

In thinking of casework as client centered, it seems appropriate to look first at the nonjudgmental attitude in relation to the client. The material points out the right of the client to be received nonjudgmentally by the worker. Additional material shows that the client has not only the right but also the need to be received nonjudgmentally.

RIGHT OF THE CLIENT

In being nonjudgmental, the worker conveys by his attitude that he has respect for the client as a person. The client's right to this respect can be seen from many angles.

The client, a human personality, has possibilities for growth.

> She [the case worker] respects the personality of the individual, seeing him not as someone to be manipulated but as a human being with possibilities for growth. [1]

As a human personality each person has a right to make his own decisions and plans.

> Any ability to help others effectively rests on respect for the human personality - - on the person's right to make his own life, to enjoy personal and civil liberties, and to pursue happiness and spiritual goals in his own way. This means in applica-

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1 Fern Lowry (ed), Readings in Social Case Work, New York, 1939, 296.

> tion that social workers do not impose upon the client their own goals or standards of behavior, their own solution and morals, but respect the client's right to be himself and make his own decisions and plans. [2]

In terms of the objectives of human life each person is his own authority.

> In the field of human attitudes, however, in regard to the objectives of human life, they [social caseworkers] are not regarded as authorities for the very good reason that in this field every human being is his own authority. One may accept with respect the suggestions of a physician with regard to his health, because he is recognized that the physician is authoritative in that field. One does not easily, however, take the advice of others with regard to conduct, attitudes, and purposes, because in this field the human being is traditionally his own master. This does not mean that advice in this field is never accepted but rather that it is accepted only from those whose authority in such matters we respect. [3]

There is some question about the author's philosophy in the above excerpt. It could be a theory of rugged individualism. It would seem more to the point to say that each person has his own responsibility for achieving the objectives of human life rather than "is his own authority". The author does refer to authorities that the person does respect. Therefore, his statement may be in harmony with the idea that there are definite authoritative sources which do limit and determine the boundaries within which each person's conduct, attitudes, and purposes can be in order for him to accomplish the ob-

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2 Cora Kasius, Principles and Techniques in Social Case Work, New York, 1950, 87.

3 Porter Lee, Social Work as Cause and Function, New York, 1937, 127.

jectives of human life successfully.

Democracy is based on the belief that the individual is important and entitled to respect.

> Implicit in this democratic viewpoint is the reliance of social casework upon the moral conviction that individuals are important, that they are entitled, simply because of their humanness, to respect and to aid when it is needed. This valuative element in social casework finds ample support. . . . Certainly, there is a significant relationship between the acceptance of this value in social casework and the attainment of democracy.[4]

SUMMARY

A question was raised in the introduction regarding the degree of importance of the nonjudgmental attitude in the casework process. Since casework is done primarily for the benefit of the client, his right and need for this attitude is the basic test for the need of the nonjudgmental attitude in casework.

The client's right to the nonjudgmental attitude can be traced directly to his natural rights as a person created by God with a nature making it possible for him to become more God-like. In order to follow the natural law the worker, as one individual, must recognize these qualities in the client, another individual. These same qualities give the client a right to the respect of the worker. The harmonious result of respect for a person with whom you work is the acceptance of him. The acceptance is the expression of

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4 Herbert Stroup, Social Work An Introduction to the Field, New York, 1948, 4.

the worker's attitude of respect which in turn is dependent upon the worker's fundamental belief in the worth of the individual.

The worker who is judgmental of the client is attempting to place himself as an individual in a position superior to that of the client. Because casework as a profession does not give the caseworker this type of authority, he is acting contrary to casework principles, the principles of democracy, and the natural law. A worker's reasons for acting in this manner is found in his own need rather than in fundamental principles of casework. This would be not only incongruous with good casework but an exploitation of the profession.

The client, therefore, has a right to be received nonjudgmentally by the worker who has the corresponding duty to meet this right. The nonjudgmental attitude is necessary to provide respect for the client and to maintain the proper balance of individual rights while the worker and client are working together in the casework process.

NEED OF THE CLIENT

The client's need for the nonjudgmental attitude can be seen best as it is reflected in other needs which he brings to the casework situation. Looking at the needs we see that the nonjudgmental attitude is necessary in order to do the type of casework wherein the needs of the client will be met. In some of the writings the relationship between this attitude and meeting the needs of the client is presented in an obvious and direct way. In others the relationship is seen only by implication based upon a professional understanding of what is required of a caseworker to meet such needs.

The client brings the need to express himself so that he can present his true situation to the worker. The following present clearly the nonjudgmental attitude as a requirement to give the client freedom to express himself:

> A patient who finds himself "judged" as to the moral rightness or wrongness of his acts and praised or condemned for them is not free to express himself and does not do so. [1]

> The second quality which the casework relationship holds for the client is understanding, of a depth and penetration which almost without exception gives to this experience at once a unique character. Here the rehearsal of history in its treatment value is apparent when the client offers himself to the worker, through his story of his past experiences, and is accepted without criticism or disapproval. The records show a steady increase in the intimacy and completeness of these histories as caseworkers have

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1 Department of the Army, Military Psychiatric Social Work, Washington, 1950, 13.

grown in their understanding and capacity to identify with more variety of experience. [2]

He needs to feel free enough to give material which is difficult for him to express.

> To secure the information he [the client] spontaneously gives is a simple matter, but often it is the information which he hesitates to give that is crucial for an intelligent understanding of him and his problems. [3]

He has a need for the worker to understand him. This understanding requires recognition of his real problem.

> Now she [the caseworker] thought she did not need to offer a practical solution to his complaint, for she understood that they were but symptoms of an emotional need. She was taught to recognize that the woman who asked for money constantly, who could never manage on what she had, did not necessarily need money given to her, nor training in household economy, but probably was expressing her need for love and attention. [4]

> If someone comes in and asks for a job and the interviewer proceeds at once to make a number of suggestions, he may well be surprised later to find that the client has adopted no one of them. Upon further examination the worker may then find out what he might well have discovered in the first interview if he had done more listening and less talking, that the client's real worry was that he could not hold a job if he got one, or that he didn't see how he could hold a job because his wife and children were sick at home and needed constant care. [5]

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2 Virginia Robinson, A Changing Psychology of Social Case Work, Chapel Hill, N.C., 1934, 153.

3 Fern Lowry (ed), Readings in Social Case Work, New York, 1939, 199.

4 Ibid, 347

5 Annette Garrett, Interviewing, New York, 1942, 37.

He needs sufficient satisfaction in the interview to enable him to continue treatment.

> When a person gives information he frequently gives the other person a part of himself which then, in his mind, may be used as a means of harming him. He has become vulnerable and withdraws from the possibility of further injury by breaking off the relationship unless the satisfaction of sharing his information with someone who accepts him overbalances the sense of danger involved. [6]

> Many clients fail to return because the caseworker did not create a supportive atmosphere in which a person seeking help could feel that his unhappiness was understood, that the caseworker was listening sympathetically rather than critically and really wanted to help him. [7]

He needs to achieve greater ease in his situation.

> It does emphasize, however, that the real meaning and usefulness to the client of the specific services extended to him by a particular agency are dependent upon what the professional practitioner, himself, brings to the helping situation in terms of awareness of expressed and unexpressed need and of skill in helping the client to achieve and sustain greater ease and thus maintain his total economy on a basis less costly to himself and to others. [8]

> In other words it is because the caseworker always meets a client at a critical period in his life that it is so important to deal with him psychologically. The strongest of personalities are shaken in crises, and the widest psychological understanding is required in dealing with any person at such a phase in his life. [9]

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6 Fern Lowry (ed), Readings in Social Case Work, New York,1939,209.

7 Florence Hollis, Women in Marital Conflict, New York, 1949, 174.

8. Cora Kasius (ed), Principles and Techniques in Social Casework, New York, 1950, 364.

9 Herbert Aptekar, Basic Concepts in Social Case Work, N.C., 1941 15.

The client needs to be helped to bear his psychological pain and anxiety and to live through reactivated concepts.

> In surgical operations the anaesthetic is administered before the otherwise painful surgical procedure begins. The anaesthetic that makes social work treatment bearable for the client is the milk of human kindness and friendliness — the love that is implied in genuinely tolerant understanding of the troubles of another human being — a love and protectiveness which accurately gauge how much psychological pain and anxiety the other can bear. Nothing can be of greater importance for the first interview. The anaesthetic should be given before pain is inflicted. [10]

> Using the patient's confidence in and attachment to us, we help him give up his defenses, face many a painful fact, live through reactivated conflict, stand a temporarily unsettled tense situation, and so on. [11]

He needs to decrease or eliminate his resistance to treatment.

> Resistance is minimal when the worker and the client have the same objectives in the interview. [12]

> Praise and approval are symbols of power which, actually as we have seen, the caseworker wields over the client in a fashion which to him must seem arbitrary and variable. His response to praise and approval then would seem to be based on the same fear and dependent-resistance attitude which underlies his reaction to her power expressed in other ways. [13]

He needs to see his problem more clearly.

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10 Fern Lowry (ed), Readings in Social Case Work, New York, 1939, 199.

11 Cora Kasius (ed), Principles and Techniques in Social Casework, New York, 1950, 305.

12 Anne Fenlason, Essentials in Interviewing, New York, 1952, 126.

13 Virginia Robinson, A Changing Psychology of Social Case Work, Chapel Hill, N.C., 1934, 160.

> It was this sharing with one who was understanding, and, by professional training, more objective than the client's friends, that made it possible for the client to see his problem more clearly, and take hold of it with more courage and effectiveness. [14]

The client needs to be helped in overcoming or lessening his personal feelings connected with his problems so his energy and focus can be directed to a better adjustment.

> They [the clients] do not have problems in the same way as students would in facing a mathematical question on the blackboard. They have feelings of a deeply personal character about their problems. If, for example, a client approaches a caseworker in a private family casework agency about a mentally retarded child who is disrupting the happiness of the home, she cannot do so with complete objectivity. He will wonder what the immediate response of the worker will be to him. Will the worker condemn him? Will the worker feel superior to him? Will the worker seek to force a solution on him in his situation which he already has decided he cannot bear? What kind of information should he reveal and what kind should he strictly hide? What would be the reaction of others involved in the case? These and other questions may occur to the client who is seeking help. [15]

> Quite often in social casework practice, the actual problems persons face are hardly more important to them than the feelings accompanying the problems. [16]

> Marriage conflict is a severe threat to the personality . . . This underlying anxiety needs to be recognized by the caseworker and calls for reassurance that the worker is friendly, understanding, and not critical. [17]

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14 Bertha Reynolds, Social Work and Social Living, New York, 1951, 108.

15 Herbert Stroup, Social Work, an Introduction to the Field, New York, 1948, 90-91.

16 Ibid, 27.

17 Florence Hollis, Women in Marital Conflict, New York, 1949, 174.

Other feelings that the clients need to overcome in order to clear his perspective are his feelings about other peoples' reactions to him and to his behavior.

> Part of the client's difficulty has been his conception of how the public, particularly family, neighbors, relatives whose favorable appraisal he desires would view his situation. This view of him he has assumed to be that of a failure, a "weak, will-less character" or a "moral weakling". To the client, the social worker assumes for the moment a representative character, a symbol of that society whose critical judgment he fears. In that listening relationship and the attitude therein implied, he finds not the reaction he was braced to meet or powerless to face; instead, this representative of the public displays a wholly different attitude. He meets an absence of judgment. [18]

The client needs to be accepted as he is.

> They [clients] may need the services of the social caseworker because of all those who have sought to aid them none has approached them and their problems with the idea of accepting them as they really are. [19]

> He [the client] has been accepted for the moment as he is until his perspective is clarified, until he can see reflected back to him from the worker his own hope of what he might be. [20]

The client needs to be able to see himself in his actual role.

> Rarely can the client bear to see himself in his actual role unless the worker-client relationship is "stepped-up", unless there is strong positive feelings of trust in the worker's willingness to understand and the ability to help. [21]

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18 Fern Lowry (ed), Readings in Social Case Work, New York, 1939, 164.

19 Herbert Stroup, Social Work, An Introduction to the Field, New York, 1948, 27.

20 Ibid, 28.

21 Gordon Hamilton, Theory and Practice of Social Case Work, New York, 1951, 74.

The client needs to be able to accept interpretations as verbalization of his own admission rather than as criticism.

> This kind of calling attention to patterns can best be done when the relationship is strong enough to bear it; when the client will not feel it as the worker's criticism, but as a verbalization of his own admission, therefore already in consciousness or near-consciousness, and when he is genuinely seeking and using help in the solution of his problem. Interpretation may be too early, may be shrugged off, may be wrong, but no great harm is done if the worker is noncritical and warm and if motivation is not touched upon at a deep level. [22]

He needs to be helped to accept himself, recognize his need and do something about it.

> The client who has been accepted in a nonjudgmental way by the case worker may find it easier to accept himself, and beyond that there is an educational possibility by which the case worker may help him make the most of what he has, but only if both can see with reasonable clarity what is impractical or impossible within a given situation. [23]

> It was found that the feeling of being accepted, understood, and free to express feelings without moral condemnation sometimes acted as a stimulus in enabling the client to recognize his need and to do something about it. [24]

> The use of services and gifts is determined by the needs of the case and casework objectives, but the worker-client relationship is implicit in every situation. . . . It has a bearing on the ef-

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22 Gordon Hamilton, Theory and Practice of Social Case Work, New York, 1951, 76.

23 Fern Lowry (ed), Readings in Social Case Work, New York, 1939, 164.

24 Harriet Bartlett, Some Aspects of Social Casework in a Medical Setting, Chicago, 1940, 7.

> fort which the client will put forth on his own behalf and the value which he will place on contributions of time, of effort, of relief. From contact with the worker as well as the use of her tools he may derive the emotional release, the confidence in himself which he needs for the accomplishment of his purposes. [25]

Possibly the greatest need for the client's adjustment is his need to be accepted nonjudgmentally by the worker so that through this experience he can be helped to integrate the attitude into his own personality. The result of this is that he is able to accept others with the same attitude of nonjudgmental acceptance.

> So far as we know, it is only by means of a deeply felt experience in relationship that treatment can affect a person's attitudes towards himself and his fellows. [26]

> It social casework accepts the individual - - such as he is and with all his limitations — as he is expected to learn to accept others without prejudice. [27]

SUMMARY

Every client coming to a social agency has a problem of adjustment and emotional feelings about himself and his problem. It is his problem and his feelings that alone he cannot cope with it that motivate him to come for help. This means that every client brings with him feelings of inadequacy.

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25 Fern Lowry (ed), Principles in Social Case Work, New York, 1939, 295.

26 Gordon Hamilton, Theory and Practice of Social Case Work, New York, 1951, 76.

27 Cora Kasius (ed), Principles and Techniques in Social Case Work, New York, 1950, 139.

There are, as in all individual differences, great variation in the degree to which each person feels inadequate. These feelings are blocks to his realization of a better adjustment. The need of the client is to work through these feelings which are interfering with his solution or better adjustment to his problem. To do this, the client needs to be received by a caseworker whose attitudes will be helpful to him in lessening his emotional involvement with his problems. As the emotional clouds are lifted he can see things more realistically.

The nonjudgmental attitude is essential for the casework process in giving the person sufficient security and freedom to express his feelings. It is obvious that an attitude of blame or criticism is a rejecting attitude and that it not only does not meet the need of the client to overcome his own paralyzing feelings of inadequacy but it also increases them. A criticising caseworker cannot gain an understanding of the client's situation from expressing his true feelings in the situation.

Since the effect of blame and criticism is obvious, the mistake is often made of using praise. The indiscriminate use of praise transmits a feeling of judgment to the client. From this he surmises that he is being accepted by the worker conditionally and that he is fortunate to have been judged favorably. He feels compelled to try to maintain the worker's good opinion and does not become sufficiently secure to discuss things which may make him appear in an unfavorable light. In either extreme of using praise or blame, the worker is blocking the client's need to express his behavior and feelings, both good and bad. Praise or criticism may have the same effect of

causing the client to avoid expressing any unfavorable part he has had in his own situation. He does not want to lose the praise or gain the criticism of the caseworker.

In contrast, the nonjudgmental attitude transmits to the client by using neither praise nor blame the idea that as a person he is accepted unconditionally. Also, that the purpose of the caseworker is not to praise or blame the client but to understand his problems and feelings so that together they can recognize and work with the person's difficulties, giving him the opportunity to make a better adjustment. This realization of the worker's purpose transmitted through his attitude gives the client sufficient security to feel free to work with the caseworker, to be less emotionally bound by his feelings, and better able to mobilize his energies in constructive channels.

The worker's nonjudgmental attitude transmits to the client his desire to understand. As the client helps the worker understand his situation he himself becomes aware of a new feeling of being understood. Involved in this sense is the knowledge that he and the worker are making progress in accomplishing the purpose for which the client came. This working together produces a relationship between the worker and the client.

In briefly tracing the nonjudgmental attitude in the casework process, it is seen that this attitude is necessary to meet the client's need of making himself understood. Only with the client's being able to do this can the casework situation develop into a process wherein the client feels secure and free to unravel his feelings, to have the sense of being understood, and to experience a relationship resulting from the sense of working together to

improve his adjustment.

To meet the client's need with professional help is the purpose of casework and is the reason for the existance of the profession. If we know that the nonjudgmental attitude is a necessary attitude to meet the client's need, then we have to say that it is essential to the casework process and that the caseworker has a duty to meet the client's needs for this attitude.

The caseworker has an ethical duty to his profession not to use techniques which will make the client a less adequate person. This is an important consideration because a client who does not feel understood does not leave the agency with the same feeling that he had when he came with his problem. If he has not felt understood, his feelings of inadequacy increase and he feels less hopeful about his situation than he did when he first sought help. Just as it is unethical for a medical doctor to give treatment which is generally harmful to his patients, it is unethical for a caseworker to maintain attitudes which are generally harmful to clients. For this reason it is necessary for workers to know the effects of their attitudes on clients as a medical doctor must know the effects of medication on his patients.

In this chapter, the consideration of the right and the need of the client has pointed out that the caseworker must provide a nonjudgmental attitude because of his duty as a person, as an individual caseworker, and as a member of a profession organized for the good of society. The right and need of the client in the casework situation does point out that the nonjudgmental attitude is an essential part of the casework process.

CHAPTER III

THE NONJUDGMENTAL ATTITUDE IN RELATION TO THE CASEWORKER

The nonjudgmental attitude is an attitude of the caseworker. Looking at the components included in this attitude in the material studied, the following elements are seen: knowledge of self, acceptance of the client, an understanding of the client, a profession relationship, a transmission of the awareness of the attitude to the client. To understand what is included in the nonjudgmental attitude, it is necessary to study what is included in each of these components.

KNOWLEDGE OF SELF

The first requirement for the nonjudgmental attitude is the elimination of the judgmental attitude. The caseworker can eliminate the judgmental attitude only by knowing and controlling these factors in his own personality and motivation that are likely to cause him to judge the client. This idea is seen reflected in the following:

> It is necessary for the social worker to eliminate factors in his own personality which are barriers to understanding the emotionally disturbed patient and his problem. One of the major barriers to this understanding is a judgmental attitude on the part of the social worker. [1]

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1 Department of the Army, Military Psychiatric Social Work, Washington, 1950, 13.

In working through to attitudes that are neither moralistic nor coercive, the worker must first be able to understand himself and his own emotional drive and impulses before he can truly accept the "bad" feelings, aggression, or even love and gratitude in others. [2]

He [the caseworker] must be able to keep his own feelings out of the situation so that he is free to see all aspects clearly and without prejudice. [3]

The truth is that there are mixed motives in the best and worst of us; so one of the essentials in treating others is understanding and facing ourselves. The social worker is, of course, not free from unlovely motives, but he will not prove really helpful to others unless he has learned to recognize these bad as well as good impulses in himself — learn to accept them as fact — and, in spite of them, develop his capacity to "love" many different kinds of persons, or at least to keep from injuring them by being aware of the less admirable feelings that persist within. If the social worker has warmth and a sincere desire to help, he can, in his training, learn to control his impulses, but if he lacks this concern for others, he can never be trained for effective service. [4]

The use of processes and techniques carries with it conscious or unconscious attitudes which affect the interviewer's behavior. Attitudes, inextricably bound up in all activities, are a salient component of the interviewer's skill. [5]

In any of the professions aiming to help people knowledge of the self is essential for the conscious use of relationship. If one is to use the self, then one must be aware of how the self

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2 Gordon Hamilton, Theory and Practice of Social Case Work, New York, 1951, 40.

3 Florence Hollis, Women in Marital Conflict, New York, 1949, 166.

4 Cora Kasius (ed), Principles and Techniques in Social Case Work, New York, 1950, 91 - 92.

5 Anne Fenlason, Essentials in Interviewing, New York, 1952, 18.

operates. Not only should the caseworker know something of his motivation for choosing this profession but he must also surmount another hurdle by recognizing his own subjectivity, prejudices, and biases. [6]

Workers are not free from prejudice and intolerance and are not immune to the effects of irritating behavior, but to develop real tolerance of human behavior in all of its manifestations requires fundamentally a warmth, a natural liking for people, and beyond that a slowly developed quality of self-awareness as the worker learns to reduce and lay aside his own defenses against self knowledge. . . . He does not relinquish his sense of values -- personal and social ethics, -- but comes to understand a wide range of emotions, attitudes, and behavior, without condemning the person. Sometimes the client expresses openly negative feelings which are disturbing to the young worker until he comes to realize that the expression of feeling is essential to treatment, and the problem is not only to recognize the client's reactions, but also to manage one's own. [7]

Knowledge of self is not only essential for the elimination of a judgmental attitude but is basic for all of the other requirements of the non-judgmental attitude. The following excerpts indicate that self-knowledge is necessary for acceptance of others:

There seems to be an important connection between the ability to accept others as they are, with good and bad mixed, and being able to look inside one's self and face the goodness and badness there. [8]

In working through to attitudes that are neither moralistic nor coercive, the worker must first be able to understand himself and his own emotional drives and impulses before he can truly ac-

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6 Gordon Hamilton, Theory and Practice of Social Case Work, New York, 1951, 41.

7 Ibid, 42.

8 Cora Kasius (ed), Principles and Techniques of Social Case Work, New York, 1950, 91.

cept the "bad" feelings, aggressions, or even love and gratitude in others. [9]

Self-knowledge is necessary for understanding the client and his situation. There is an important connection between the worker's understanding of himself and his understanding of the client. This connection is pointed out in the following:

> All the things said about understanding human beings apply also to the interviewer, for he too is a human being, with unconscious as well as conscious motivation, ambivalence, prejudices, and objective and subjective reasons for his behavior. He brings to his relationship with the interviewee his own predetermined attitudes, which may profoundly affect that relationship. He has a natural tendency to impute to others his own feeling and may thus seriously misunderstand his client's situation and problems. If he is unable to bear frustation and poverty, he may find it difficult to comprehend his client's toleration of it. An interviewer who finds it difficult to reveal himself to others may decide that a client should not be "probed", when as a matter of fact the client wants nothing so much as to be helped to talk. [10]

> This understanding, . . . comes out of ability to examine one's own attitudes and feelings. By the end of the first quarter, a student should normally be able to identify certain instances where his own attitudes and feelings were involved in his relationship, and where his beginning attempts to understand these have helped him to understand and accept his client. [11]

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9 Gordon Hamilton, Theory and Practice of Social Case Work, New York, 1951, 40.

10 Annette Garrett, Interviewing, New York, 1942, 42.

11 Cora Kasius (ed), Principles and Techniques in Social Case Work, New York, 1950, 174.

> Insight and self-awareness are prerequisites in an ethical use of relationship; it is important to know one's self in order to be able to understand the feelings of others. [12]

> A good many caseworkers seem to be reluctant to explore the part of the applicant in the conflict. This may sometimes be caused by the fact that the worker is inwardly critical of the complaining, rejecting client and, fearful of his own hostility, is over protective of the client. At other times, it undoubtedly comes from too complete identification with the client, which causes the worker actually to see the situation entirely from the client's point of view or sometimes even in a light more favorable to the client than he himself sees it. [13]

> Arriving at an understanding challenges us in that it calls for the maximum in equipment and personality of the social worker himself. It demands that if she is to prove capable of helping her client, she must be able to see him as he really is, to see his problem as it appears to her, removed from it as she is, but also as he sees it. [14]

The caseworker's knowledge of himself gives him a basis for establishing and maintaining a professional relationship with the client. The term professional relationship denotes a controlled relationship. Several authors indicate that self-knowledge is necessary for a controlled relationship.

> In any of the professions aiming to help people, knowledge of the self is essential for the conscious use of the relationship. If one is to use the self, then one must be aware of how the self operates. Not only should the case worker know something of his motiva-

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12 Gordon Hamilton, Theory and Practice of Social Case Work, New York, 1951, 41.

13. Florence Hollis, Women in Marital Conflict, New York, 1949, 179.

14. Fern Lowry (ed), Readings in Social Case Work, New York, 1939, 159.

tion, for choosing this profession but he must also surmount another hurdle by recognizing his own subjectivity, prejudices, and biases. [15]

Through her sympathy and imagination she [the caseworker] must be capable of attaining a oneness with him, and at the same time be free from pressure, from without or from within, to center her thinking and activity around her client's needs. But in order to reach this oneness with him she must be ever alert in regard to her own personal prejudice, to her ability to maintain a non-critical attitude, and to her own desires or personal stake in the matter. [16]

Insight and self-awareness are prerequisites in an ethical use of relationship; it is important to know one's self in order to be able to understand the feelings of others. [17]

The worker must have a high degree of self-awareness, or his unconscious bias, prejudice, self-indulgent wishes to please others or to be liked will stand in the way of free movement in the client's use of the relationship. [18]

Objectivity of the caseworker is an essential part of maintaining this controlled relationship. Self-knowledge is basic to this objectivity.

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15 Gordon Hamilton, Theory and Practice of Social Case Work, New York, 1951, 41.

16. Fern Lowry (ed), Readings in Social Case Work, New York, 1939, 244.

17. Gordon Hamilton, Theory and Practice of Social Case Work, New York, 1951, 41.

18 Cora Kasius (ed), Principles and Techniques of Social Casework, New York, 1950, 91.

> We arrive here at a fourth characteristic of the caseworker's attitude, her objectivity, her detachment from a personal state in the client's problem. This perhaps more than any other factor in the entire situation creates for the client a unique opportunity to change. [19]

> Training in social work became a process of learning to be "objective" about these personal hurts, so as not to have to thwart parent-persons among their clients, or favor the underdog who reminded them unconsciously of themselves. [20]

The need for self-knowledge is necessary as the basis for techniques which are used to transmit the nonjudgmental attitude tothe client. Some illustrations of this are found in the following excerpts:

> The use of processes and techniques carries with it conscious or unconscious attitudes which affect the interviewer's behavior. Attitudes inextricably bound up in all activities, are a salient component of the interviewer's skill. [21]

> However, there is danger that caseworkers may follow up areas of information in line with personal bias or preconcieved ideas about causes of maladjustment. A safe criterion for determining what areas to explore is whether they offer possible avenues of aid in the client's social adjustment. [22]

> Questioners who are beginning to find out about the influence of unconscious desires and emotions on human behavior sometimes come to

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19 Virginia Robinson, A Changing Psychology of Social Case Work, Chapel Hill, N.C., 1934, 150.

20 Bertha Reynolds, Social Work and Social Living, New York, 1951, 81.

21 Anne Fenlason, Essentials in Interviewing, New York, 1952, 161.

22 Josephine Strode, Introduction to Social Case Work, New York, 1940, 92.

> enjoy so much the discovery of some hidden motives or influence that they cannot resist letting the client know that they "see through" him. They experience a joy of the amateur detective, and by revealing this attitude, alienate their client. [23]

> The unconscious emotional overtones associated with investigating and asking questions may be either the better or love, understand, sympathize, and facilitate or the better to scold, dissect, exhort, and reform. [24]

> He [the case worker] should be able to encourage the expression of negative feelings where diagnostically indicated, including hostilities directed toward himself. [25]

SUMMARY

The caseworker's self-knowledge is the foundation of the nonjudgmental attitude. It was presented as the first step in the elimination of the judgmental attitude. That is only a small part of its value. It is an essential prerequisite for meeting all of the requirements of the nonjudgmental attitude. We cannot stop at saying it is a prerequisite. It goes farther in being an essential part of all phases of the attitude. Its place within the nonjudgmental attitude can be compared to clay in ceramics, as the material from which the various requirements of the attitude are molded.

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23 Annette Garrett, Interviewing, New York, 1942, 37.

24 Fern Lowry (ed), Readings in Social Case Work, New York, 1939, 199.

25 Cora Kasius (ed), Principles and Techniques in Social Case Work, New York, 1950, 245.

ACCEPTANCE OF THE CLIENT

In order to maintain the nonjudgmental attitude, it is necessary for the caseworker to accept the client with respect. This is brought out in the Army publication:

> It is necessary to accept the patient as a person who deserves and needs help, . . . [1]

Acceptance has identifying features which make it an important part of the nonjudgmental attitude. These features are pointed out by the various authors giving us a picture of what is included in the concept of acceptance. These are listed as they are indicated by the material.

Respect for the client as a person.

> . . . knowing clients as individuals and in relation to the more intimate aspects of their life should bring increasing respect for them as persons (even though they are seen as badly failing persons). [2]

The respect is based upon respect for the intrinsic value of the human personality.

> Human personality has intrinsic value for the social worker, not because it can be molded or rehabilitated, but because it is worthy of respect in its own right. No rehabilitation is required to make a human being worthy of respect. [3]

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1 Department of the Army, Military Psychiatric Social Work, Washington, 1950, 13.

2 Bertha Reynolds, Between Client and Community, Northampton, Mass., 1934, 6.

3 Fern Lowry (ed), Readings in Social Case Work, New York, 1939, 48.

Acceptance includes respect for differences.

> Respect for others includes respect for their differences. Social workers desire neither conformity with their opinions nor uniformity in regard to race, creed, or color; it is non-discriminatory. At its best, it accredits and builds positively on the richness of cultural variation, tries to break up meaningless labeling and derogatory stereotyping. [4]

Acceptance of the person with all of his limitations.

> But if the worker is able to accept the client, his values, his mistakes, his emotional contradictions, and his uncertain solution with a calm assurance that deeply respects his dignity, there may come about a release of tension, anxiety, guilt feelings, and fears which hitherto may have immobilized the person. [5]

> It [social casework] accepts the individual — such as he is and with all his limitations — as he is expected to learn to accept others, without prejudice. Not out of personal friendship but as a quality of life, it offers warmth, acceptance, and understanding, in quiet illustrations of a quality in human relations that might have value everywhere. [6]

Acceptance of the person as he is. This acceptance requires an absence of judgment of the person.

> Part of the client's difficulty has been his conception of how the public (particularly family, neighbors, relatives whose favorable appraisal he desires) would view his situation. . . . To the client, the social worker assumes for the moment a representative character, a symbol of that society whose critical

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4 Jessie Taft (ed), Family Casework and Counseling, Philadelphia, 1948, 129.

5 Herbert Stroup, Social Work, An Introduction to the Field, New York, 1948, 27.

6 Cora Kasius (ed), Principles and Techniques in Social Case Work, New York, 1950, 139.

judgment he fears. In that listening relationship and the attitude therein implied, he finds not the reaction he was braced to meet or powerless to face; instead, this representative of the public displays a wholly different attitude. He meets an absence of judgment. He has been accepted for the moment as he is until his perspective is clarified, until he can see reflected back to him from the worker his own hope of what he might be. [7]

Included in acceptance is the worker's transmission of the feeling of acceptance to the client.

The single most important factor in helping is the ability to transmit to the client not merely an intellectual understanding of her as she was, as she is, as she is becoming, but a growing feeling of acceptance. [8]

For example, in working with a psychotic patient, the student may need to prove his abiding interest in helping, regardless of the number of ways in which his client tests his acceptance of him. This may lead to the client's increased stability for self-maintenance or similar constructive activity. [9]

The above would not pertain only to psychotic patients.

The worker needs to show that the client is regarded as an individual and liked as such.

The client's liking for the worker does not depend on the worker's status, authority, or prestige, but on whether the client feels that he is regarded as an individual and liked as such. Clients are quick to feel an attitude of dislike or superiority and to resent it. [10]

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7 Fern Lowry (ed), Readings in Social Case Work, New York, 1939, 240 - 241.

8 M. Robert Gomberg, Diagnosis and Process in Family Counseling, New York, 1951, 49 - 50.

9 Cora Kasius (ed), Principles and Techniques in Social Case Work, New York, 1950, 245.

10 Anne Fenlason, Essentials in Interviewing, New York, 1952, 126.

A warm, comfortable, and accepting atmosphere helps transmit the awareness of the worker's accepting attitude to the client and can be considered as part of acceptance.

> . . . If persons are allowed to share a living experience in a warm and accepting atmosphere and can be made aware of the implications of these satisfactions, tolerant attitudes may be integrated permanently into the personality. [11]

> Insofar as the case worker is able to create a comfortable atmosphere in which the client feels accepted and his need recognized as his need, insofar as his right to manage his own affairs is respected and his energies not dissipated in self-justification, a sense of failure, or a struggle of wills, he will experience a kind of "relationship". [12]

Acceptance of a person as he is includes the acceptance of his needs and feelings.

> He should be able to encourage the expression of negative feeling where diagnostically indicated, including hostilities directed toward himself. [13]

> He [the case worker] should understand more fully the principle of accepting dependency needs of the client before the latter feels free to use a relationship to see, accept, and rely on his own strength. [14]

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11 Cora Kasius (ed), Principles and Techniques in Social Case Work, New York, 1950, 91.

12 Gordon Hamilton, Theory and Practice of Social Case Work, New York, 1951, 40.

13 Cora Kasius, (ed), Principles and Techniques in Social Case Work, New York, 1950, 245.

14 Ibid, 3.

> Rarely, in any relationship, the individual meets with an understanding of his conflict, and acceptance of his impulses, bad as well as good. [15]

Some authors take the attitude that it is necessary to accept all of the behavior of the client in order to be accepting in a nonjudgmental manner. This idea seems to be presented by authors in the following writings:

> By the end of the third quarter, differences in standards of morality and housekeeping, the importance one client will place on some factors that another client or the student himself may feel relatively unimportant, are accepted by the student himself who may feel they are relatively unimportant, are accepted by the student with only occasional emotional antagonism. [16]

There would appear to be a question as to the comparison of the acceptance of differences in housekeeping standards as compared to differences in standards of morality. It can be understood that degrees of difference in housekeeping standards might not affect the client's adjustment, whereas the difference of morality standards would be much more significant in his adjustment. Also, standards of housekeeping are more of a personal matter, whereas there are social and religious authorities influencing morality.

> The modern social worker does not deny reality to any phase of human conduct. The problem of evil is not attached as a philosophical entity, but as a generic concept, explained by an infinite

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15 Virginia Robinson, A Changing Psychology of Social Case Work, Chapel Hill, N.C., 1934, 119.

16 Cora Kasius (ed), Principles and Techniques in Social Case Work, New York, 1950, 182.

> series of childhood experiences and relationships. The past has "gnawed into the future". [17]

This statement appears to deny any personal responsibility by placing all the explanation for wrong upon past experiences. With no personal responsibility all behavior could be accepted.

Other authors believe that it is necessary for the worker to make judgment about the client's behavior. They do not think that the lack of judgment of all behavior is essential to maintain the nonjudgmental attitude. They think, rather, that the worker is consistent in his nonjudgmental attitude if he studies the client's behavior objectively and does not use the conventional forms of praise or blame for expressing judgment to the client. The following writings express this belief of authors who agree with this statement:

> The patient will not be helped if he finds that the anti-social behavior for which he was sent for psychiatric evaluation is apparently approved of by the social worker. The nonjudgmental attitude in such a case should transmit to the patient the concept that his behavior is neither being praised nor condemned, but is being studied objectively in order that he can be understood and helped with his difficulties. It is necessary to accept the patient as a person who deserves and needs help, but it is not necessary to accept his behavior. [18]

> Social workers cannot and should not be impartial in the face of individual and social misery and evil. The place of value judgments

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17 Fern Lowry (ed), Readings in Social Casework, New York, 1939, 52.

18 Department of the Army, Military Psychiatric Social Work, Washington, 1950, 13.

> is always assumed, but they do not take the conventional form of praising or blaming the person who is to be helped. [19]
>
> It is the responsibility of the profession to see that acceptance of the person does not become confused with acceptance of immoral or anti-social deeds. [20]
>
> If the case worker did not form judgments, a proper focus in case work would be impossible. The matter of revealing to the client the judgment forms is quite another question. [21]

The following excerpts answer the question which arises in the literature in connection with acceptance of behavior. The question is whether or not it is necessary for the worker to change his own standards.

> In order that the social worker develops a nonjudgmental attitude, it is not necessary that he surrender his own standards of personal conduct or approved conduct in patients which is detrimental to order and discipline. [22]
>
> Critics of social work say either that social workers are too "moralistic" or that they are not "moralistic" enough. Ideally one is not "moralistic" at all, but one must have a strong sense of social, moral, and spiritual values for one's self, personally and professionally. [23]

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19 Gordon Hamilton, Theory and Practice of Social Case Work, New York, 1951, 40.

20 C. R. McKenney, Moral Problems in Social Work, Milwaukee, 1951, 59.

21 Ibid, 56.

22 Department of the Army, Military Psychiatric Social Work, Washington, 1950, 13.

23 Cora Kasius (ed), Principles and Techniques of Social Casework, New York, 1950, 93.

> Inevitably in this deepening experience of relief and freedom conflicting attitudes come into consciousness and inevitably these attitudes must be checked by the case worker's necessity of favoring the socially right, the constructive attitude. [24]

SUMMARY

When considering acceptance as part of the nonjudgmental attitude we think first of the initial acceptance of the client by the caseworker. In order for the worker to have reason to offer the initial acceptance, it is not necessary for him to go beyond the fact that the client is a person. The reason is found in the worker's philosophy that as a human being the person is entitled to respect.

Because casework is a dynamic process it follows that the initial acceptance in going along with the process becomes a continuing acceptance. It is sustained through the unfolding of the picture of the client as this person whose behavior, attitudes, and beliefs differ in varying degrees from those of others including the caseworker. To sustain the acceptance there is the requirement that the worker know himself and his reactions so well that he can keep his objective judgment of the client's behavior sorted from his acceptance of the client as a person.

To be consistent in the nonjudgmental attitude the worker, having formed a judgment about behavior, may not use praise or blame of the client. These are forms of expressing judgment of the person due to his behavior ra-

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24 Virginia Robinson, A Changing Psychology of Social Case Work, Chapel Hill, N.C., 1934, 155.

ther than merely judging behavior. These forms indicate the presence of a judgmental attitude. Expressions of objective evaluations of behavior need to be used with skill within a relationship so that the vulnerable client can see the worker's separation of judgment of his behavior from judgment of him as a person. An illustration of how judgment of behavior can be presented is the pointing out skillfully of the way a particular form of behavior is causing difficulty or is being helpful to the client. This technique can also transmit to the client the fact that he is accepted although all of his behavior is not accepted.

The acceptance is helpful in the casework situation as it is transmitted to the client. By his awareness of this he is able to relate to the worker and to accept himself sufficiently to improve his adjustment. Acceptance can be transmitted by techniques that tell the client that to the caseworker he is a person worthy of respect and one whom the caseworker likes and wishes to help. It contains the worker's interest, warmth, and reaching out to work with the person to improve his adjustment. The natural outcome of this acceptance is a desire to understand the client and his situation.

UNDERSTANDING OF THE CLIENT

Within the nonjudgmental attitude there is a need for the case-worker to have the attitude of sympathetic understanding wherein he wishes to understand the client and his problems. The expression of the worker's wish to understand is his agreement to meet the client within the territory where he wants to be met. It focuses the attention of both on the client's problem of adjustment. The worker's wish to understand is the purpose and focus to the interview.

> The first and basic purpose of interviewing is to obtain understanding of the problem, of the situation, and of the client who has come for help. [1]

> Not the passing of judgment as to the rightness or wrongness of such diverse attitudes of social relationships but the understanding of their causes should be the aim of the interviewer, for only the latter will be helpful to him in dealing with the situation. [2]

In order that the social worker arrives at an understanding rather than a judgment he must have a maximum in equipment and personality.

> Arriving at an understanding challenges us in that it calls for the maximum in equipment and personality of the social worker herself. It demands that if she is to prove capable of helping her client she must be able to see him as he really is, to see his problem as it appears to her, removed from it as she is, but also as <u>he</u> sees it. [3]

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1 Annette Garrett, <u>Interviewing</u>, New York, 1942, 26.

2 Ibid, 15.

3 Fern Lowry (ed), <u>Readings in Social Case Work</u>, New York, 1939, 244.

Training is a major part of the equipment the worker needs for gaining understanding.

> Case workers are trained to avoid "disapproval" of asocial conduct and to acquire understanding, which is neither tolerance nor intolerance. [4]

Within the worker's training is included an understanding of the development of the personality along with an appreciation of individual differences.

> We believe that it is essential to have a rational, organized understanding of the genetic development of personality -- a rational, organized method of treatment which can be described, taught, and learned. At times, however, this has been equated with the actual life process within the individual. This, we believe, can lead to a mechanization of the helping process, requiring the movement of the individual to proceed according to our understanding of the general laws of behavior, without full appreciation of unique and, at times, unpredictable factors that make for distinct differences, individual by individual, deviating in some degree from the generic principles, however dynamically concieved. [5]
>
> Dynamically, on the other hand, it is important to remember that several clients, with essentially the same descriptive diagnosis, will still be marked by their unique difference from each other, their difference in the use of themselves, and their different levels of adjustment, as they may be identified by like characteristics and experience of the personality growing out of a common diagnosis. For purposes of the helping process, this fact is extremely significant since it means that treatment will be governed in good part by the unique characteristics and experience of the personality, over and beyond the specific diagnosis. [6]

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4 Gordon Hamilton, Theory and Practice of Social Case Work, New York, 1951, 40.

5 M. Robert Gomberg, Diagnosis and Process in Family Counseling, New York, 1951, 207-208.

6 Ibid, 22.

Also, he needs an awareness of expressed and unexpressed needs.

> It does emphasize however, that the real meaning and usefulness to the client of the specific services extended to him by a particular agency are dependent upon what the professional practitioner, himself, brings to the helping situation in terms of awareness of expressed and unexpressed needs and of skill in helping the client to achieve and sustain greater ease and thus maintain his total economy on a basis less costly to himself and to others. [7]

> That people do not always say what they mean or act as they feel is continually apparent in interviewing. For example, case workers in relief agencies repeatedly have the experience of having a client storm into the office belligerently demanding immediate financial support, only to have him reveal when met with kindness that underneath he is really frightened, ashamed of his poverty, and pleading for understanding of the mess in which he finds himself. [8]

The worker must realize the interrelation of external reality factors and inner emotional aspects.

> The interrelation of external reality factors and inner emotional aspects is constantly pointed up. Realization of the client-worker relationship and some understanding of its use is gained. The worker becomes aware that the client's reaction tothe worker is not a personal one but a projection of previously conditioned feelings and attitudes. The worker's attitude, in turn, is one of genuine warmth and concern. [9]

He needs to be able to recognize the client's reaction and manage his own.

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7 Cora Kasius (ed), Principles and Techniques of Social Case Work, New York, 1950, 364.

8 Annette Garrett, Interviewing, New York, 1942, 32.

9 Cora Kasius (ed), Principles and Techniques of Social Case Work, New York, 1950, 193.

> He [the case worker] does not relinquish his sense of values — personal and social ethics — but comes to understand a wide range of emotion, attitudes, and behavior, without condemning the person. Sometimes the client expresses covertly or openly negative feelings which are disturbing to the young worker until he comes to realize that the expression of feelings is essential to treatment, and the problem is not only to recognize the client's reaction, but also to manage one's own. [10]

The worker needs to aim constantly for objectivity.

> Objectivity is an aim for which the worker must strive consciously in every situation through deepening her understanding of the client's problems and separating her own personal interests from it. It is never a goal which can be attained once and finally. It must be sharply differentiated from detachment which is lacking in understanding and identification. It rests upon the final possible feeling, identification with the client and intelligent analysis of the factors in his problem, and eventuates in a perspective which leaves both the client and the worker free. [11]

The worker's objectivity does not end with his own understanding of the client and his problem. He has a responsibility to maintain this objectivity when sharing his understanding of a client with other professional persons.

> The case worker's observations constitute an essential part of any case record, but too much prominence should not be given to them. The value of any observation depends, of course, upon the background of knowledge and life experience which the case worker brings to the situation and upon the extent to which she had been trained to observe correctly. [12]

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10. Gordon Hamilton, Theory and Practice of Social Case Work, New York, 1951, 42.

11. Virginia Robinson, A Changing Psychology of Social Case Work, Chapel Hill, N.C., 1934, 158.

12 Josephine Strode, Introduction to Social Case Work, New York, 1940, 98.

> The recorder who desires to be as objective as it is possible to be in presenting material in the record must act as though she were preparing material without preference as to the outcome, and must leave as much to the judgment of the reader as possible. This means that she reproduces what she sees, hears, or feels as faithfully and accurately as she can. This gives an abundance of primary or real evidence upon which judgment and inferences may be based. She provides sources of information and, so far as possible, the evidences of the influences palying upon these sources which might result in bias or inaccuracy. She indicates the chronological sequence of events; and when she makes and records interpretations, she makes it evident in the record that these are merely her opinions and judgments. In other words, she distinguishes between factual and interpretive material, insofar as this is possible. [13]

SUMMARY

Understanding is seen clearly by the client as part of the non-judgmental attitude. It stands in exact opposition to the judgmental attitude by being what the client is seeking in coming for services as opposed to that which he fears and rather expects.

The worker receives the greatest challenge in the casework situation in the area of understanding the client. It is the most meaningful area to the client and conveys to him the realization of whether or not there is any value in the casework relationship for him. Because of the client's previous personal experiences of being misunderstood and receiving criticism with unwelcome advice, he is particularly sensitive to indications of misunderstanding by the worker.

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13 Margaret Bristol, Handbook on Social Case Recording, Chicago, 1937, 36.

The client is not aware of many of the elements necessary for such understanding. He is aware of reality factors in the situation along with conscious attitudes and feelings. The worker who does not give first consideration to these things which the client is presenting and who can not see them clearly because of a judgmental attitude which dictates that they are not important is not able to understand the client's problem and misses this important understanding which gives the foundation for a deeper one. Certainly the client cannot have confidence in the worker and feel that he has been received nonjudgmentally if he has not been able to get the clearer, more obvious things across to the worker. How can he be expected to reach a deeper understanding of himself with a worker when the worker cannot see the clearer aspects of the problem? Why continue with someone who has judged him wrongly?

Being able to see the problem the way the client sees it himself is an essential beginning for an understanding but is not a complete one. It is true that some people respond so well to this amount of understanding that they can mobilize their capacities and continue without help. However, in most cases, to be helpful the worker's understanding of the client must go deeper as well as beyond the client's self-understanding. For this the worker is equipped with certain skills, knowledge and techniques. Included in these are a professional knowledge of personality, an understanding of individual differences, self-knowledge, and an appreciation of emotional factors. It becomes obvious that to bring the necessary equipment for understanding the client in the casework situation the worker must have special

training to prevent his treating in an intuitive manner that would unquestionably contain a judgmental attitude. A more nearly complete understanding of the many things involved in the client's situation means a more complete understanding of him as a person. This, in turn, decreases the need to be judgmental which actually can be thought of as jumping at conclusions. A thorough understanding of the person and his situation helps to eliminate the judgmental attitude.

PROFESSIONAL RELATIONSHIP

In the study of the nonjudgmental attitude it is evident that the worker-client relationship is controlled in various areas. The relationship is different from other relationships because of the special knowledge, skills, and techniques used by the worker to fulfill the purpose of the case-work function. It follows then that this relationship is necessarily a professional one. It differs because of its control.

> Maintaining the nonjudgmental attitude requires that the worker control his feelings, attitudes, his expression of feelings and attitudes to the person and the situation. These controls affect the worker-client relationship to the extent that it can be thought of as a controlled relationship. [1]

The relationship is purposive as well as controlled.

> In other words, there is such a thing as a professional relationship — one which contrasts with relationships of everyday life in that it is more controlled and purposive. In most professions control of the relationship is incidental to and follows from the purpose. It is a definite purpose which brings two individuals together, and the length of time the two persons spend together, the nature of the discussion, etc., are dependent upon the purpose involved. [2]

> At the center of the case work process is the conscious and controlled use of the worker-client relationship to achieve the ends of treatment. [3]

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1 Gordon Hamilton, Theory and Practice of Social Case Work, New York, 1951, 29.

2 Herbert Aptekar, Basic Concepts in Social Case Work, Chapel Hill, N.C., 1941, 49.

3 Gordon Hamilton, Theory and Practice of Social Case Work, New York, 1951, 22.

In the professional relationship the worker's behavior is disciplined.

> The case work situation is a term which has come to be used more and more frequently in case work. What does this term imply? Among other things it suggests two essential aspects of case work to which we shall give attention in this chapter. These are: (1) a physical setting — a time and place over which the worker exercises control and (2) a psychological situation or Gestalt in which two patterns of behavior, one relatively uncontrolled and the other disciplined, interact dynamically with each other within the limits set by the situation itself. [4]

The worker controls his responses.

> He [the social case worker] has also learned to keep aware of his own natural responses to the client. These are not abtruded into the relationship. What he puts into it is something much more purposive. He knows that the client's behavior in relation to him and his behavior in relation to the client constitute a process which has in it many potentialities for growth. He knows that he cannot control this process in its entirety, but there are phases of it which he can follow. He can control his own responses to the person with whom he is working and to this person's experience within the process. [5]

The worker's control gives the client an opportunity to express irritation.

> For in case work we perceive a relationship that is different from the affection, the solicitude of the family, or the comradeship of friends. The case worker has the will to understand and to accept the client without feelings of anxiety, rancor, prejudice, or disapproval. If his need requires it the client may say aloud the things that he has not had an opportunity to express. In the worker he should be able to find the one who will neither feel nor voice irritation when he slips from the level of adult behavior. [6]

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4 Herbert Aptekar, Basic Concepts in Social Case Work, Chapel Hill, N.C., 1941, 122.

5 Ibid, 57.

6 Fern Lowry (ed), Readings in Social Case Work, New York, 1939, 159.

He gives the client an understanding of his conflict and an acceptance of his impulses.

> Rarely, in a relationship, the individual meets with an understanding of his conflict, an acceptance of his impulses, bad as well as good. [7]

The worker listens with nonjudgmental understanding.

> For many a client it is a unique experience to talk with someone who, instead of criticizing or admonishing, listens with nonjudgmental understanding. This relationship with a person who does not ask anything for himself personally but focuses his interest entirely on the client and yet refrains from imposing advice or control is a very satisfying one. [8]

The caseworker is at the service and functions in the interest of the other person.

> In every other experience his [the client's] need has been met by an opposing or an answering need, his will by conflicting or conquered will. In her function of understanding and accepting the client, the case worker asserts no will of her own, but becomes at his service. [9]

> An answer to some questions is to be found in the fact that in case work one functions in the interest of the other person. [10]

The caseworker is more objective than the client's friends.

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7 Virginia Robinson, A Changing Psychology of Social Case Work, Chapel Hill, N.C., 1934, 119.

8 Annette Garrett, Interviewing, New York, 1942, 19.

9 Virginia Robinson, A Changing Psychology of Social Case Work, Chapel Hill, N.C., 1934, 158.

10 Herbert Aptekar, Basic Concepts in Social Case Work, Chapel Hill, N.C., 1941, 14.

It [Virginia Robinson's book, A Changing Psychology of Social Case Work] placed the dynamics of casework help in the relationship which developed between the client and the professional person. It was this sharing with one who was understanding, and, by professional training, more objective than the client's friends, that made it possible for the client to see his problem more clearly, and take hold of it with more courage and effectiveness. [11]

We arrive here at a fourth characteristic of the case worker's attitude, her objectivity, her detachment from a personal stake in the client's problem. This perhaps more than any factor in the entire situation creates for the client a unique opportunity to change. [12]

Within the relationship the worker has a disciplined concern.

A great deal is known today about the dynamics of such a relationship . . . . Love is part of the dynamics of any real healing, but it must be a special sort of love -- a disciplined concern, not indulgent for one's self. [13]

Thus the quality of the relationship should be such that the client is accepted by the social case worker. Of course, this acceptance on the part of the worker does not mean that he makes the person's problems and values his very own. This would be impossible and undesirable. In fact, it is always necessary and important for the worker to maintain professional standards. [14]

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11 Bertha Reynolds, Social Work and Social Living, New York, 1951, 108.

12 Virginia Robinson, A Changing Psychology of Social Case Work, Chapel Hill, N.C., 1934, 158.

13 Cora Kasius (ed), Principles and Techniques in Social Case Work, New York, 1950, 90.

14 Herbert Aptekar, Basic Concepts in Social Case Work, Chapel Hill, N.C., 1941, 120.

The worker offers a relationship to help the client solve a problem.

> We have seen that there is one common quality underlying the attitudes of clients seeking case work help — the active search for a relationship in which to solve a problem. Similarly the case worker universally holds out this answering quality in her attitude when she accepts the problem: — "I am here to help you solve it". No other factor in the relationship is apparent to the client. The client knows nothing of the conditions, the possibilities, the limitations of this case work help he is seeking. 15

SUMMARY

In order for the caseworker to maintain a nonjudgmental attitude he must maintain a relationship which is different from the ordinary family or friend relationship. This relationship is professional because it is controlled and purposive. The client is searching for a relationship wherein he can solve a problem. The worker is equipped to meet his needs for such a relationship by bringing special qualifications to the situations. Among these is the ability to control within a reasonable degree his own reactions and feelings so they do not provide interference in dealing with the client's problem. As part of this control the worker maintains a disciplined concern for the client. This does not mean that the caseworker does not have a genuine interest, warmth, and love for the client but it does mean that to be helpful the worker cannot feel exactly like the client does about his situation.

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15 Virginia Robinson, A Changing Psychology of Social Case Work, Chapel Hill, N.C., 1934, 151.

In the contrast this type of relationship provides to the non-professional ones of everyday life, the value that the professional relationship has in maintaining the nonjudgmental attitude can be seen. The worker does not judge and gear the purpose and development of the relationship from a personal viewpoint but rather from an objective one according to what the client brings to the situation in expressed and unexpressed need. In staying with the objective purpose of the relationship the worker keeps his own reactions, feelings, and needs out of the situation. By this professional quality of the relationships the worker transmits the idea that the relationship is a means to the end and not an end in itself. The client, then, feels a certain freedom by not having to please the worker as he would a relative or a friend whom he feels called upon to please in order to have a satisfactory relationship. He does not feel the pressure of being judged.

TECHNIQUES FOR TRANSMITTING THE NONJUDGMENTAL ATTITUDE

It is most important that the nonjudgmental attitude be transmitted to the client. Although it seems intangible, there are specific techniques which do transmit the awareness of this attitude of the worker to the client.

It is transmitted in areas in which the client can gainfully be made aware of it. It is not difficult to realize that there are areas of the professional background of the worker in the casework process, necessary to the nonjudgmental attitude of the worker, but which would have no additional value if the client were given an awareness of them.

> We have seen that there is one common quality underlying the attitudes of clients seeking case work help — the active search for a relationship in which to solve a problem. . . . No other factor in the relationship is apparent to the client. The client knows nothing of the conditions, the possibilities, the limitations of this case work help he is seeking. [1]

The ideas and the attitudes that are important to transmit to the client are that he is being accepted as a person and that the worker is interested in understanding his problem.

The worker transmits his acceptance of the client by the following techniques:

By accepting disagreeable behavior within an interview.

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1 Virginia Robinson, A Changing Psychology of Social Case Work, ChapelHill, N.C., 1934, 151.

> The skilled interviewer knows, however, that the applicant tends to displace his feelings about other social relationships onto the application experience, so that as much can be learned by being attentive to disagreeable as to pleasant, first impressions. [2]

This disagreeable behavior might include hostility to the worker.

> He [the case worker] should be able to encourage the expression of negative feelings where diagnostically indicated, including hostility directed towards himself. [3]

By assuming that the client's own ideas about his situation are important.

> Is there a better method of arousing self-esteem than by respectful consideration of the problems of another? The manner in which an application is received carries conviction to the client as to his standing with the worker. To listen, to assume that the ideas of the applicant about his own situation are of primary importance, to accept the client's statement without cross-questioning is to treat. For by this method the worker conveys the impression that the one who appeals to her for help is a person whose opinion she values and whose reticence she respects. [4]

By supporting the client's acceptable existing aims.

> This relationship is used not to motivate change but to support the client's acceptable existing aims, and to protect them from undue pressure which would contribute to a breakdown. [5]

By using phraseology that does not have judgmental implications.

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2 Gordon Hamilton, Theory and Practice of Social Case Work, New York, 1951, 152.

3 Cora Kasius (ed), Principles and Techniques in Social Case Work, New York, 1950, 245.

4 Fern Lowry (ed), Readings in Social Case Work, New York, 1939, 297.

5 Cora Kasius (ed), Principles and Techniques in Social Case Work, New York, 1950, 329.

> The approach to the second partner of a marriage is exceedingly important. It must be done without any spirit of criticism but rather must be explained in terms of wanting to know his feelings about the marriage so that the worker can be helpful to them both. (The worker sometimes says he wants to hear "your side of the problem". This is not the happiest phraseology for it immediately invites projection and puts the worker in the role of judge.) [6]

By adapting his approach to the client's needs.

> It was found that the feeling of being accepted, understood, and free to express feelings without moral condemnation sometimes acted as a stimulus in enabling the client to recognize his need and do something about it. At first the value of inactivity on the worker's part was widely stressed, but soon it was perceived that it was more important when working with a person who is seeking help in meeting reality pressures not to follow any one method, but to adapt one's approach sensitively to the client's need. [7]

This adaptation may in some cases require the modification of the nonjudgmental attitude.

> In some instances the deeply dependent individual may find this relationship in which the worker is non-judgmental and makes no emotional demand so strange and different from other relationships which he has experienced that he becomes confused and anxious. He has functioned largely with the support of the approval or disapproval of others so that now he feels let down, frustrated, and may feel the worker's response to be one of indifference and rejection. In these cases, the worker may need to meet the patient protesting, demanding attitudes with some interpretation of the relationship as well as of his need. It may even develop that he cannot make theraputic use of help rendered in this way, in which event the worker may have to meet his dependency through becoming more supportive in terms of giving approval and disapproval, or

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6 Florence Hollis, Women in Marital Conflict, New York, 1949, 182.

7 Harriet Bartlett, Some Aspects of Social Case Work in a Medical Setting, Chicago, 1940, 7.

> through utilizing the authority invested in her professional identity. [8]

The modification of the nonjudgmental attitude presupposes its presence. It does not seem reasonable to believe that successful casework can ever be done without the nonjudgmental attitude.

The following techniques are helpful in transmitting understanding to the client:

Listening to the client's material without criticism or disapproval.

> The second quality which the case work relationship holds for the client is understanding, of a depth and penetration which almost without exception gives to this experience at once a unique character. Here the rehearsal of history in its treatment value is apparent when the client offers himself to the worker, through his story of his past experiences, and is accepted without criticism or disapproval. The records show a steady increase in the intimacy and completeness of these histories as case workers have grown in their understanding and capacity to identify with more variety of experience. [9]

By giving the client a chance to talk first.

> Another advantage in letting the interviewee talk first is that it tends to counteract any preconceived ideas about him which the interviewer may have allowed himself to entertain. It gives the interview the immense advantage of being able to see the situation and the client's problem from the client's point of view. [10]

Giving the person a fair chance to talk as much as he needs to talk.

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8 Harriet Bartlett, Some Aspects of Social Case Work in a Medical Setting, Chicago, 1940, 7.

9 Virginia Robinson, A Changing Psychology in Social Case Work, Chapel Hill, N.C., 1934, 153.

10 Annette Garrett, Interviewing, New York, 1942, 36-37.

We now learn to listen, alert for the things about himself that the person is striving to say, no matter in how round about a fashion. . . . And is there not some preparation for the acceptance of an unwelcome necessity if the person feels that he has at least had a fair chance to talk out what he wants with someone who understands? [11]

Listening to a client's story is sometimes helpful in and of itself. . . . He probably does not want anyone to tell him what to do or what he should have done differently, but may merely want someone to listen and understand how upset he is. [12]

By giving important consideration to the client's problem.

Social case workers are agreed that intensive study of areas of knowledge significant in a case is more valuable than a superficial survey of a standard list of general areas. However, there is danger that case workers may follow up areas of information in line with personal bias or preconceived ideas about causes of maladjustment. A safe criterion for determining what areas to explore is whether they offer possible avenues of aid in the client's social adjustment.

The client's story is important, not only as a method of individualizing him and his problem, but because it serves as a basis for weighing case work judgment. [13]

By refraining from expressing understanding too early.

It is unwise to make a statement that the patient is understood or to offer any explanation of why he is in his present condition. . . . Aside from the fact that one is more likely to be wrong in his conclusions even when the matter seems perfectly obvious, such a statement will cause the patient to recoil. His troubles have been made to seem too easy, and he feels he has been made to look a bit ridiculous. He knows very well that he

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11 Bertha Reynolds, Between Client and Community, Northampton, Mass., 1934, 15.

12 Annette Garrett, Interviewing, New York, 1942, 34.

13 Josephine Strode, Introduction to Social Case Work, New York, 1940, 92.

has not told the whole story. He sees that the interviewer has been jumping at conclusions -- that he has already classified his case. His problem is important to him. He knows that it is too complicated for a quick explanation, and therefore the easy explanation must be wrong. [14]

By offering a continued attempt to understand.

If there are no objective sources for his [client's] negativism, he can ssure the client by a continued attempt to understand the reasons for his difficulty that he is not retaliating with disapproval of his own. [15]

By showing a willingness to give serious consideration to his problem.

A good worker-client relationship develops when the caseworker finds ways to show the person in trouble that the worker grasps the meaning of the difficulties to him and is prepared, not necessarily to meet the request, but to give serious consideration to the problem. [16]

By asking questions in a kindly manner for the purpose of understanding.

The method of the case work interview is a method of friendliness, the method of asking questions in order to understand and be of assistance. Clients soon recognize the attitude of their interviewers and tend to respond to the best of their abilities when they feel the presence of a real desire to understand and help. [17]

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14 Anne Fenlason, Essentials in Interviewing, New York, 1952, 156.

15 Annette Garrett, Interviewing, New York, 1942, 20.

16 Cora Kasius (ed), Principles and Techniques in Social Case Work, 1950, 206.

17 Annette Garrett, Interviewing, New York, 1942, 37.

> The interviewer who puts his questions accusingly or suspiciously arouses only fear and suspicion, not cooperation. The wording of the question is often of less importance than the manner and tone of voice in which it is put. The interviewer's safeguard here is really to be interested in understanding and aiding; then his manner and tone are very likely to reflect their interest. [18]

By commenting to reassure or encourage the interviewee.

> In general, the interviewer should comment only for purposes similar to those for which he asks questions - - to reassure or encourage the interviewee, to lead him on to discuss further relevant matters, and so on. [19]

However the worker must use reassurance with caution because by so doing, he may be helping the ego of the client in suppressing and denying conflicts.

> The case worker's obligation demands that she not collaborate with the tendency of the ego in trouble to solve conflicts by suppression and denial of its own unruly feeling. The case worker's capacity to identify the client's lurking uncertainty, antagonism, desire or resistance, and her open recognition of their possible bearing on his problem of decision, have the effect of embracing, in a sensitive and respectful understanding, the emotional realities he might be driven to ignore from fear of himself, his situation, or her. Supported by comprehension from her, that is at once non-critical and unflinching, the client has a chance to admit his feelings to himself, to take them seriously as his feelings, and to find out how much they count as factors that might set him on one or another course. [20]

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18 Annette Garrett, Interviewing, New York, 1942, 37.

19 Ibid, 39.

20 Jessie Taft (ed), Family Casework and Counselling, Philadelphia, 1948, 129.

Avoiding comparison of clients.

> The use of an illustration from another case history should ordinarily be avoided. It often fails to clarify the issues because, though it may apply on one point, its dissimilarities serve only to confuse. It may fail because it implies that the counsellor has already formed an opinion. [21]

By giving necessary information and interpretation with a non-critical attitude with skill in timing.

> The one additional kind of talking that goes beyond these purposes is the definite giving of information or advice. As suggested earlier, this stage should come after the interviewer is familiar enough with the client's situation to know whether suggestions will be acceptable or pertinent. [22]

> In such a case the worker's expression of thought for him [the client] might well be a relief. It would indicate to him that the worker really understands him and that it is not necessary for him to make painful admissions. If the worker had made such a comment early in his relationship, it would have appeared only as an accusation to be resisted. A sense of proper timing is important. With regard to many questions or remarks, it is not a question of the goodness or badness but of their appropriateness at a given time. [23]

SUMMARY

Techniques for transmitting the nonjudgmental attitude to the client are a necessary part of the attitude but cannot be used successfully

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21 Anne Fenlason, Essentials in Interviewing, New York, 1952, 155.

22 Annette Garrett, Interviewing, New York, 1942, 39.

23 Ibid, 48.

if the basic requirements of the attitude are not present. The judgmental worker using these techniques would reflect his judgmental attitude in other ways. The worker's having the nonjudgmental attitude is helpful only to the worker unless it can be transmitted to the client by these techniques. The attitude can be very helpful to the client in giving him the freedom to work on his adjustment without fear of being judged.

CHAPTER IV

CONCLUSIONS

The material which was studied and organized in this thesis verified the statements made in the Army publication Military Psychiatric Social Work regarding the nonjudgmental attitude.

In viewing the material gathered, it is seen that authors differ in their opinions as to whether the history of the nonjudgmental attitude existed at the beginning of casework or whether it is a more recent contribution from psychiatry. The question of the history of the attitude implies the more important question as to whether the attitude is an essential interrelated part of successful casework or one which has been added as a help. The fact that its existence is found in casework before the development of the widespread use of the techniques of psychiatry is one indication that it might be an essential part of successful casework and therefore necessarily a part of casework from the beginning. Although the attitude does go back to less recent origin than the time of the widespread use of psychiatric techniques, it appears reasonable and undeniable that psychiatry gave casework a valuable reemphasis of the value of the attitude.

The material regarding the history of the nonjudgmental attitude is rather sketchy and, although it gives some indication that the attitude was present since early times in casework, it does not give any substantial in-

dication as to whether it was always essential to successful casework or whether it was added somewhere along the line as a helpful attitude.

To find a more satisfactory answer to the question of whether or not the nonjudgmental attitude is essential to successful casework, the rights and needs of the client in the casework situation were studied. Since casework is for the benefit of the client, his rights and needs are a good test for the necessity of the attitude in this process. The client's right to this attitude is traced directly to his natural right to be respected as a person, created by God with a nature making it possible for him to grow more God-like. The worker has a corresponding duty to recognoze these rights and can do this only by working with the client in the nonjudgmental manner. The nonjudgmental attitude is necessary to provide respect and to maintain the proper balance of individual rights while the worker and client are working together in the casework setting.

The client's need for the nonjudgmental attitude is reflected in almost all the needs which he brings to the situation. To work through his prevailing feelings of inadequacy resulting from his inability to cope with his problem, he needs to be received by a caseworker whose attitude will be helpful to him in lessening his emotional involvement in the problem rather than increasing it. A judgmental attitude would obviously increase the emotional involvement in the problem. Also, the client needs to be free to give a true and complete picture of his situation. He is not free if he feels judged by an attitude of praise or blame. The nonjudgmental attitude meets the need of the client to be accepted unconditionally for the purpose of

understanding and working on this problem. This realization of the worker's purpose gives the client a feeling of being understood, security to feel free to relate to the caseworker, less emotional involvement with his problem, the ability to accept himself and others, and more ability to mobilize his energy for adjustment. To meet these needs of the client the worker must be nonjudgmental. Since meeting the needs with professional help is the purpose of social casework, it is evident then that the nonjudgmental attitude is a basic requirement for successful casework. If it is an essential attitude now it is reasonable to say that it has always been essential.

The next part of the study brought out the qualities which the caseworker must have to provide this attitude. These qualifications were found to be the following: the worker's knowledge of himself, his ability to accept the client with respect, his desire and ability to understand the client and his problem, his ability to maintain a professional relationship, and his ability to use techniques for transmitting an awareness of the attitude to the client.

To eliminate the judgmental attitude the worker must be able to have self-knowledge to the degree of knowing and controlling factors in his own personality and motivation that are likely to cause him to judge the client. Besides being a necessary qualification of the worker to eliminate the judgmental attitude, his self-knowledge is the prerequisite for all of the other qualifications necessary for the worker to provide the nonjudgmental attitude.

The second qualification of the worker is his ability to accept the

client with respect as a person who needs and deserves help. For the initial acceptance of the client as a person it is necessary for the caseworker to have the philosophy that as a human being the person is entitled to respect. The acceptance becomes a continuing one as it goes along with the casework process even though this person differs from every other person, including the caseworker, to varying degrees. This acceptance is transmitted to the client as he becomes aware of the caseworker's interest and his reaching out to work with the client.

The material regarding acceptance brought up a question regarding the acceptance of the behavior of the client. Although the material was uniform in pointing out the necessity for the acceptance of the client as a person, the authors disagree on whether or not all behavior must be accepted in order to maintain the nonjudgmental attitude. For many reasons the idea that to be nonjudgmental of the person does not require the acceptance of all of his behavior seems logical. If the person's behavior were totally acceptable to himself and to others, he would not be coming for help. The client has a realistic awareness that all of his behavior is not acceptable. This type of behavior does interfere with his making a better adjustment. Accepting this beforehand would interfere with the purpose of the interview which is to help the client make a better adjustment. The term, better adjustment, implies that the caseworker makes judgments about behavior to determine how the client can achieve a better adjustment. The important consideration is the keeping of objective judgment of behavior separated from the acceptance of the person.

Another requirement of the caseworker for maintaining the nonjudgmental attitude is an attitude of sympathetic understanding. He wishes to understand the client and his problem. Working towards this gives purpose and focus to the interview. To arrive at an understanding rather than a judgment means that the worker must have a maximum in equipment through professional training. This training includes an understanding of personality development with an awareness of individual differences, an awareness of expressed and unexpressed need, a realization of the interrelation of external reality factors and inner emotional aspects, and an awareness of the need for objectivity in reaching an understanding. This objectivity in the worker's understanding should be maintained as he shares it with other professional persons.

Because of this professional equipment the worker is able to control the relationship in various areas to better meet the client's need. This makes a controlled and purposive relationship which is referred to as a professional relationship. It differs from other relationships because one person, the worker, disciplines his own behavior so that it does not interfere with the purpose of helping the client make a better adjustment. The relationship is a means to an end and the client feels free from pressure arising from the need to please the worker or to avoid being criticised.

It is most important that the nonjudgmental attitude be transmitted to the client. The worker can do this effectively by specific techniques. In many areas there is no need to transmit the attitude to the client because it is of no particular value to him. He does need to be made aware of these

facts, that he has accepted as a person and that the worker is interested in understanding his problem.

The nonjudgmental attitude is in operation throughout the casework process from the formation of agency policy to the last recording or sharing of information about the client. It is woven throughout the fibre of the process and its influence on every phase again points out that it is essential to the development of the casework process.

After seeing the qualifications necessary for the worker to provide the nonjudgmental attitude we can look closer at the contents of the attitude itself. It is an attitude which has the following characteristics: it is an attitude of the worker, exxential to the casework process, transmitted to the client, necessary for a professional relationship and for meeting the rights and needs of the client. From the material studied the nonjudgmental attitude seems to be a term used which describes the total aggregation of all constructive attitudes of the caseworker toward the client in the casework process, making possible a professional relationship for the purpose of meeting the rights and needs of the client.

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